



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Embden Elementary School

SAU: RSU 74 / MSAD 74

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2010-2011 NCLB Report Card



School: Embden Elementary School
SAU: RSU 74 / MSAD 74
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	7	7	100	100	82	65	14	86	0	0	7	0
	2009-2010	9	9	100		83	73					9	0
Female	2008-2009	1	1	100		89	70						
	2009-2010	7	7	100		73	76						
Male	2008-2009	6	6	100	100	75	60	17	83	0	0		
	2009-2010	2	2	100		92	69						
Caucasian/White	2008-2009	7	7	100	100	82	66	14	86	0	0		
	2009-2010	9	9	100		83	74						
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	1	1	100		75	53						
	2009-2010	6	6	100		81	62						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	0	0				36						
	2009-2010	1	1	100			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Embden Elementary School
SAU: RSU 74 / MSAD 74
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	10	10	100	90	60	71	30	60	10	0	10	0
	2009-2010	8	8	100		85	67					8	0
Female	2008-2009	7	7	100	86	68	75	14	71	14	0		
	2009-2010	1	1	100		89	71						
Male	2008-2009	3	3	100		54	67						
	2009-2010	7	7	100		81	63						
Caucasian/White	2008-2009	10	10	100	90	60	71	30	60	10	0		
	2009-2010	8	8	100		85	68						
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	4	4	100		61	60						
	2009-2010	2	2	100		77	56						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		33	43						
	2009-2010	1	1	100			34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Embden Elementary School
SAU: RSU 74 / MSAD 74
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	10	10	100	90	75	67	20	70	10	0	10	0
	2009-2010	12	12	100	100	81	72	67	33	0	0	12	0
Female	2008-2009	9	9	100	89	74	70	22	67	11	0		
	2009-2010	7	7	100		91	78						
Male	2008-2009	1	1	100		76	64						
	2009-2010	5	5	100		72	67						
Caucasian/White	2008-2009	10	10	100	90	75	67	20	70	10	0		
	2009-2010	12	12	100	100	81	73	67	33	0	0		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				57						
Hispanic	2008-2009	0	0				56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	0	0				48						
	2009-2010	0	0				62						
Economically Disadvantaged	2008-2009	4	4	100		65	53						
	2009-2010	4	4	100		72	62						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		23	31						
	2009-2010	0	0			60	36						
Limited English Proficient	2008-2009	0	0				39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	7	7	100	86	82	70	43	43	14	0	7	0
	2009-2010	9	9	100		65	62					9	0
Female	2008-2009	1	1	100		95	68						
	2009-2010	7	7	100		55	61						
Male	2008-2009	6	6	100	83	70	71	33	50	17	0		
	2009-2010	2	2	100		75	63						
Caucasian/White	2008-2009	7	7	100	86	82	71	43	43	14	0		
	2009-2010	9	9	100		65	63						
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	1	1	100		83	58						
	2009-2010	6	6	100		56	50						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	0	0				46						
	2009-2010	1	1	100			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
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					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	10	10	100	90	65	66	0	90	0	10	10	0
	2009-2010	8	8	100		78	62					8	0
Female	2008-2009	7	7	100	86	64	66	0	86	0	14		
	2009-2010	1	1	100		79	62						
Male	2008-2009	3	3	100		65	67						
	2009-2010	7	7	100		76	63						
Caucasian/White	2008-2009	10	10	100	90	65	67	0	90	0	10		
	2009-2010	8	8	100		78	63						
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	4	4	100		68	54						
	2009-2010	2	2	100		73	50						
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		58	41						
	2009-2010	1	1	100			36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	10	10	100	90	78	66	20	70	10	0	10	0
	2009-2010	12	12	100	75	77	64	17	58	17	8	12	0
Female	2008-2009	9	9	100	89	76	65	11	78	11	0		
	2009-2010	7	7	100		77	64						
Male	2008-2009	1	1	100		79	66						
	2009-2010	5	5	100		76	64						
Caucasian/White	2008-2009	10	10	100	90	78	67	20	70	10	0		
	2009-2010	12	12	100	75	77	65	17	58	17	8		
African American/Black	2008-2009	0	0				43						
	2009-2010	0	0				37						
Hispanic	2008-2009	0	0				52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	0	0				69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	0	0				46						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	4	4	100		73	53						
	2009-2010	4	4	100		79	51						
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		69	38						
	2009-2010	0	0			80	34						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Embden Elementary School
SAU: RSU 74 / MSAD 74
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	100 99	99 99	94	83 57	71 69	*	100 98	99 99	72	74 59	63 61	95	95	95
Caucasian/White	*	100 99	99 99	94	83 57	71 69	*	100 98	99 99	72	74 59	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 98	99 99	*	76 49	60 56	*	100 97	99 99	*	70 57	50 47			
Students with Disabilities	*	* 100	97 98	*	68 10	36 28	*	* 98	97 98	*	73 28	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	5	3	2	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>